

**CRAYTON MIDDLE**

5000 Clemson Ave.  
Columbia, SC 29206

**GRADES** 6-8 Middle School

**ENROLLMENT** 940 Students

**PRINCIPAL** Virginia Q. Lacy 803-738-7224

**SUPERINTENDENT** Dr. Ronald L. Epps 803-231-7500

**BOARD CHAIR** Vince Ford 803-231-7556



**THE STATE OF SOUTH CAROLINA**

**ANNUAL SCHOOL  
REPORT CARD**

**2003**

**ABSOLUTE RATING:**

**GOOD**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	23	14	0	0

**IMPROVEMENT RATING:**

**BELOW AVERAGE**

**ADEQUATE YEARLY PROGRESS:**

**NO**

This school met 20 out of 27 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

**SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

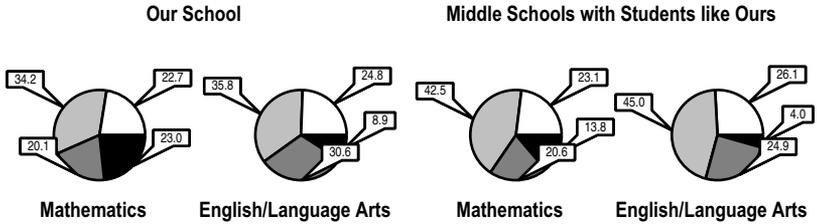
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

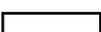
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students	Parents
Number of surveys returned	75	252	105
Percent satisfied with learning environment	90.7%	63.1%	76.9%
Percent satisfied with social and physical environment	82.4%	62.5%	69.9%
Percent satisfied with home-school relations	84.7%	82.4%	74.0%

**PACT PERFORMANCE BY GROUP**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
<b>English/Language Arts</b>								
All students	938	98.4	24.8	35.8	30.6	8.9	39.5	17.6
<b>Gender</b>								
Male	462	97.2	30.1	38.5	27.0	4.5	31.4	17.6
Female	476	99.6	20.0	33.3	33.8	12.9	46.7	17.6
<b>Racial/Ethnic Group</b>								
White	466	98.5	8.6	29.3	46.3	15.8	62.1	17.6
African-American	403	98.0	41.9	45.3	12.1	0.6	12.7	17.6
Asian/Pacific Islander	16	100.0	46.7	20.0	20.0	13.3	33.3	17.6
Hispanic	51	100.0	52.5	35.0	12.5	N/A	12.5	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
<b>Disability Status</b>								
Not disabled	825	99.2	21.1	35.6	33.5	9.8	43.2	17.6
Disabled	113	92.9	62.9	37.1	N/A	N/A	N/A	17.6
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	938	98.4	24.4	35.9	30.8	9.0	39.7	17.6
<b>English Proficiency</b>								
Limited English proficient	40	97.5	87.1	9.7	3.2	N/A	3.2	17.6
Non-limited English proficient	898	98.4	22.2	36.9	31.7	9.3	41.0	17.6
<b>Socio-Economic Status</b>								
Subsidized meals	337	97.9	51.6	41.3	6.8	0.4	7.1	17.6
Full-pay meals	601	98.7	10.3	32.8	43.3	13.5	56.9	17.6
<b>Mathematics</b>								
All students	938	99.4	22.7	34.2	20.1	23.0	43.1	15.5
<b>Gender</b>								
Male	462	98.7	23.1	33.4	21.2	22.3	43.5	15.5
Female	476	100.0	22.3	34.9	19.1	23.7	42.8	15.5
<b>Racial/Ethnic Group</b>								
White	466	99.8	9.0	26.0	26.3	38.7	65.0	15.5
African-American	403	98.8	38.7	45.4	12.3	3.7	16.0	15.5
Asian/Pacific Islander	16	100.0	26.7	26.7	20.0	26.7	46.7	15.5
Hispanic	51	100.0	40.0	35.0	17.5	7.5	25.0	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
<b>Disability Status</b>								
Not disabled	825	99.8	19.6	33.6	21.5	25.3	46.8	15.5
Disabled	113	96.5	54.2	40.3	5.6	N/A	5.6	15.5
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	938	99.4	22.4	34.3	20.1	23.2	43.3	15.5
<b>English Proficiency</b>								
Limited English proficient	40	100.0	59.4	21.9	12.5	6.3	18.8	15.5
Non-limited English proficient	898	99.3	21.1	34.7	20.4	23.8	44.2	15.5
<b>Socio-Economic Status</b>								
Subsidized meals	337	99.4	43.3	44.0	10.6	2.1	12.7	15.5
Full-pay meals	601	99.3	11.3	29.1	25.3	34.2	59.5	15.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2002</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	266	N/A	23.3	33.2	26.1	17.4	43.5
	Grade 7	279	N/A	24.2	37.4	30.6	7.9	38.5
	Grade 8	281	N/A	29.0	36.8	26.8	7.4	34.2
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	339	97.6	26.4	33.1	27.7	12.8	40.5
	Grade 7	300	98.7	24.8	34.8	34.0	6.4	40.4
	Grade 8	299	99.0	22.9	39.7	30.5	6.9	37.4

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>Mathematics</b>								
<b>2002</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	266	N/A	23.7	35.2	26.9	14.2	41.1
	Grade 7	279	N/A	31.8	25.0	12.5	30.7	43.2
	Grade 8	281	N/A	33.5	35.7	19.7	11.2	30.9
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	339	99.1	21.0	31.0	22.0	26.0	48.0
	Grade 7	300	99.7	22.5	30.0	22.5	24.9	47.4
	Grade 8	299	99.3	24.7	41.8	15.6	17.9	33.5

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 940)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	47.7%	Down from 49.1%	25.4%	14.4%
Retention rate	1.8%	Down from 3.1%	2.0%	2.3%
Attendance rate	95.4%	Up from 95.3%	95.5%	95.2%
Eligible for gifted and talented	35.5%	Up from 33.2%	19.1%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	10.2%	Down from 12.8%	13.1%	14.1%
Older than usual for grade	3.4%	Down from 5.0%	3.6%	4.9%
Suspended or expelled	4.8%	Up from 1.7%	1.5%	1.3%
Annual dropout rate	0.5%	Up from 0.1%	0.0%	0.0%

**Teachers (n= 73)**

Teachers with advanced degrees	54.8%	Up from 51.4%	48.2%	47.1%
Continuing contract teachers	65.8%	Down from 70.0%	87.9%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	81.2%	Up from 78.0%	87.3%	84.3%
Teacher attendance rate	93.1%	Down from 95.2%	95.4%	95.0%
Average teacher salary	\$40,734	Up 0.8%	\$40,811	\$39,924
Prof. development days/teacher	9.9 days	Up from 7.7 days	10.1 days	10.7 days

**School**

Principal's years at school	1.0	Up from 0.0	4.0	3.0
Student-teacher ratio	20.2 to 1	Up from 11.2 to 1	22.7 to 1	21.0 to 1
Prime instructional time	87.0%	Down from 89.5%	89.6%	88.9%
Dollars spent per pupil*	\$6,771	Up 3.5%	\$5,628	\$5,854
Percent spent on teacher salaries*	63.3%	Up from 59.1%	62.3%	62.0%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	96.5%	Up from 82.2%	96.8%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

**Abbreviations for Missing Data**

<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample
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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Crayton Middle School chose the theme "Building Leaders" and demonstrated this emphasis throughout the year, with a renewed concentration on faculty professional development and student academic achievement. Crayton Middle was under the direction of a new principal who began her official duties in July 2002. The school was reorganized, with an emphasis on a strong team leader organization that met weekly with administrators. In addition, the daily class schedule was revised to include more time in class. Faculty members met daily in common planning time to work on SIP (state standards in practice), district curriculum, team building, and parent conferences. All language arts teachers participated in a three-day workshop on balanced literacy. In addition, all faculty members were engaged in ongoing staff development of the Middle Years Programme for the International Baccalaureate Organization. Fourteen faculty and administrators attended international conferences to study the Middle Years Programme.

Students' achievements in all areas were recognized at the end of each marking period. Especially notable were Math Counts Team (first in the state) and Academic Team (first in the region). Seventy-five eighth-graders were named South Carolina Junior Scholars. Twenty-one students became Duke Tip Scholars. Students earned 21 awards in the USC regional science competition. Cheerleaders and the soccer team earned first place awards. Students took top honors in band, orchestra, dance, visual arts, drama, and visual literacy. The district Lt. Governor's Writing Award winner was also from Crayton. In addition, Crayton continued its recognition by the State Department of Education as a Safe and Healthy School.

Both the School Improvement Council and the PTO worked diligently to help pass the district bond referendum that provided for new school construction to be completed in July 2005. In addition to monetary support for instructional programs, the PTO held its first Book Fair and supported an after-school tutorial program. The Crayton Chronicle, a news magazine, was published for the community. The organization also helped provide for a middle-school transition program for sixth-graders, called Learning the Ropes, in conjunction with Crayton's faith-based partner, St. Martin's in the Fields Episcopal Church. The PTO supported a new summer reading program by providing required books for students unable to purchase them. Our volunteer hours were the highest for any Richland One middle school. Partnerships with businesses and community organizations also strengthened Crayton's emphasis on "Building Leaders."

Virginia Lacy, Principal, Crayton Middle School

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.